DOCUMENT RESUME

ED 231 988 CE 036 420

TITLE	Summarize a Lesson. Module C-11 of Category C--Instructional Execution. Professional Teacher Education Module Series. Second Edition.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Department of Education, Washington, DC.
REPORT NO	ISBN-0-89606-137-X
PUB DATE	83
NOTE	43p.; For a related document, see CE 036 419.
AVAILABLE FROM	American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Communication Skills; *Competency Based Teacher Education; Higher Education; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; Secondary Education; Teacher Evaluation; *Teaching Skills; Vocational Education; *Vocational Education Teachers
IDENTIFIERS	*Summarization

ABSTRACT

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need in order to be successful in the area of instructional execution. The purpose of the module is to help educators identify the elements of a good lesson summary and gain the skills needed to present an interesting summary that helps ensure that the lesson objectives have been accomplished. Introductory material provides terminal and enabling objectives, prerequisites, a list of resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, self checks, and checklists. Optional activities and feedback are provided. Completion of these three learning experiences should lead to achievement of the terminal objective through the fourth and final learning experience that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

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MODULE
C-11

Summarize a Lesson

Second Edition

Module C-11 of Category C—Instructional Execution
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

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1983

ISBN 0-89606-137-X

Published and distributed by the American Association for Vocational Instructional Materials (AAVIM), 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri – Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri – Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for art work. Special recognition is extended to George W. Smith Jr. , Art Director at AAVIM, for supervision of the module production process.

Robert E. Taylor
Executive Director
The National Center for Research in Vocational Education

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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Athens, GA 30602

The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

INTRODUCTION

A lesson should not just end abruptly when the period ends or when you run out of things to say. It should be brought to a well-planned conclusion. Just as the introduction gets students ready for the lesson, the summary helps ensure that students have understood the lesson. It also prepares the students for an assignment or for the next day's lesson.

The summary of a lesson should be brief. It need not involve more than a few minutes at the end of the class period during which you review the basic points of the lesson and interact with students to ensure that they have understood the lesson.

The summary is a means of tying the lesson activities together into one package so that students leave the lesson with a clear idea of what they have accomplished. It is also a means of reinforcing the lesson content so that students will remember what they have learned.

This module is designed to help you identify the elements of a good lesson summary and gain the skills you need to present an interesting summary that helps ensure that the lesson objectives have been accomplished.

NOTE: Another module in this series, Module C-10, deals with introducing a lesson. You may wish to complete these two modules concurrently and to be evaluated on both skills—introducing and summarizing a lesson—in Learning Experiences III and IV.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, summarize a lesson. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, p. 39 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the purpose and methods of summarizing a lesson (*Learning Experience I*).
2. Given a case script of a teacher summarizing a lesson, critique the performance of that teacher (*Learning Experience II*).
3. In a simulated classroom or laboratory situation, summarize a lesson (*Learning Experience III*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B–4

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

No outside resources

Learning Experience II

Optional

A teacher experienced in summarizing lessons whose performance you can observe.

A locally produced videotape of a teacher summarizing a lesson that you can view for the purpose of critiquing that teacher's performance.

Videotape equipment to use in viewing a videotaped lesson summary.

Learning Experience III

Required

2–5 peers to role-play students to whom you are presenting a lesson, and to critique your performance in summarizing the lesson. If peers are unavailable, you may present your lesson to your *resource person*.

Optional

A resource person to evaluate your competency in developing a lesson plan.

Videotape equipment to use in taping, viewing, and self-evaluating your presentation.

Learning Experience IV

Required

An actual teaching situation in which you can summarize a lesson.

A resource person to assess your competency in summarizing a lesson.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

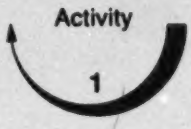
The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the purpose and methods of summarizing a lesson.



You will be reading the information sheet, Summarizing a Lesson, pp. 6–7.

You will be demonstrating knowledge of the purpose and methods of summarizing a lesson by completing the Self-Check, pp. 7–8.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 9.

Activity 1

The end of a lesson should be just as good as the beginning and the middle. There is more to concluding a lesson than lamely asking, "Are there any questions?" For information concerning the purpose of a lesson summary and methods of giving a summary, read the following information sheet.

SUMMARIZING A LESSON

The purpose of a lesson summary is to condense the lesson into a few basic points that can be quickly presented to or elicited from the students to make sure they have understood the lesson. The summary usually concludes the lesson. However, there are times when a quick summary of the key points made in a **segment** of the lesson may provide needed clarification. Therefore, you must be observant throughout the lesson to determine when students are ready to summarize. The summary should be brief, but adequate time should be allowed to answer any student questions that might arise.

As a review, the summary is a way of reinforcing the lesson content and drawing it together. At the same time, it is a means of obtaining student feedback to determine whether the lesson has been understood. There are times when you may progress through the lesson unaware of loose ends or unanswered questions in the minds of your students. This can happen because students sometimes hesitate to raise questions in the middle of a lesson. The summary period is an invitation for students to ask questions and an opportunity for you to tie up loose ends and to clarify any points that were misunderstood.

A summary should not be thought of as an add-on at the end of a lesson that serves only to reiterate the basic points covered in the lesson. A summary is more than a review. It should extend the lesson rather than merely restate it, and it should suggest ways that students can relate the learning to previous learning. It should further students' understanding by allowing them to reflect on what they have learned and to look forward to what they will learn.

One way to summarize is to write major points or headings on the chalkboard and let students compare their notes with yours. Two other ways of summarizing are (1) to make a transparency of the major points and project it for the class at the end of the lesson or (2) to prepare a handout covering the major points and distribute it at the conclusion of the lesson.

However, the summary cannot be restricted to having the teacher, or even just one student, summarize the key points. These methods, while useful, do not provide opportunities to obtain feedback from the entire group. They should be used in conjunction with methods that do provide student feedback.

One method of involving students and obtaining student feedback is to have students refer to their notes and then to ask individual students to each state one key point. Another device is to ask at the end of the lesson if there are any questions. However, asking any group the wide-open question, "Do you have any questions?" more often than not elicits silence.

If students do not readily volunteer questions, you need to pose questions to the students.[1] These questions should require them to answer with statements that summarize the basic points covered in the lesson (e.g., "What initial steps must you take before being ready to actually type a document on a word processor?").

Instead of asking direct questions that have clear-cut answers, you might want to conclude the lesson with an open-ended question that gets students involved in a class discussion (e.g., "Do you think, based on what you know so far, that the word processor will be easier or harder to use than the elec-

1. To gain skill in employing oral questioning techniques, you may wish to refer to Module C-12, *Employ Oral Questioning Techniques.*

tric typewriters you've been using? Why?"). Such a discussion can elicit from students the lesson's key points.

Allowing students to ask questions or asking them an open-ended question, however, may not draw out **all** key points. You need to have made a list of key points in advance, as part of the summary section of your lesson plan. With this list available to you, you can ensure that all key points are made. If a particular point on the list has been missed, you can ask a question related to that point.

Questions and comments made by students can also be used to bring out **additional** points. When a student asks a question, another student can be asked to provide the answer. When a student gives a brief or partial response, you can ask additional questions that require that student, or another student, to develop the answer more fully.

Your role during the summary discussion should be that of a moderator, ensuring that all the basic points of the lesson are brought out in a logical, orderly sequence. You should bring the discussion to a conclusion that focuses on how what the students have learned relates to the lesson objectives.

An informal quiz is another way to summarize and get student feedback. Students can exchange papers and grade each other's quizzes, or you can have each student grade his/her own quiz as the correct answers are discussed and explained.

In addition to reinforcing or clarifying the lesson, the summary can also be useful as a bridge to guide students from one lesson to the next. The summary can be used to highlight key questions that will lead into subsequent lessons or to motivate students to begin an assignment.

Whatever means you employ to summarize a lesson, you should remember that the main purpose for summarizing a lesson is to **ensure that students have mastered the lesson objectives.** Only by obtaining student feedback can you be certain that the lesson has been understood.

A Good Summary—
- reviews key points
- draws the lesson together
- relates to other lessons
- obtains student feedback
- suggests ways the learning can be applied
- enhances and extends the lesson

The following items check your comprehension of the material in the information sheet, Summarizing a Lesson, pp. 6–7. Each of the four items requires a short, essay-type response. Please explain fully, but briefly.

SELF-CHECK

1. If the basic points are clearly explained during a lesson, why is a summary needed?

2. How can a teacher get students involved in summarizing a lesson?

3. What types of activities, besides those directly involving students, can a teacher use to summarize a lesson?

4. Mr. Jones is a vocational teacher who believes that a summary should be included in a lesson only if there is enough time before the period ends. Usually, he just passes out a written summary of the lesson at the end of class. What is wrong with Mr. Jones's method of summarizing a lesson?

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. A summary is a good way to repeat or **reinforce the basic points** of the lesson. Therefore, a summary should be an important part of a lesson.

   However, it should **not** be used just to reinforce. A summary should also be used to further student understanding of material presented by tying together the different parts of a lesson. In addition, a summary should help students apply the new material to what they already know.

   Another reason for including a summary in the lesson is to give students a chance to react to the lesson. Without student feedback, a teacher cannot be certain that students have understood the lesson.

2. There are several ways to get students involved in summarizing. One way is to ask if there are any questions. Another way is to ask students to summarize the key points from their notes. Or the teacher can ask structured or open-ended questions that require students to answer with statements that summarize the lesson. The teacher may also involve students in summarizing by giving an informal quiz and then discussing and explaining the answers, with student interaction.

3. The teacher can outline the lesson on the chalkboard or prepare a transparency and let students check to see if their notes are complete. Or the teacher could include a written summary of the lesson in a handout so that, as students read the handout, they also review the lesson.

4. Mr. Jones's method of summarizing a lesson does not allow him to get student feedback and to answer student questions. A summary should be more than a simple review of the lesson. It should allow students to think about what they have learned, to reflect on how the lesson relates to other lessons, and to make sure they really understand the important points of the lesson.

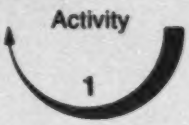
Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Summarizing a Lesson, pp. 6–7, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW

Given a case script of a teacher summarizing a lesson, critique the performance of that teacher.



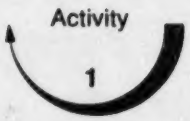
You will be reading the Case Script, pp. 12–13.

You will be critiquing the performance of the teacher described in the Case Script, using the Critique Form, pp. 15–18.

You will be evaluating your competency in critiquing the teacher's performance in summarizing a lesson by comparing your completed critique with the Model Critique, p. 19.

You may wish to observe a teacher experienced in summarizing lessons.

You may wish to view a locally produced videotape of a teacher summarizing a lesson and to critique that teacher's performance.



The following case script presents a summary of a lesson on job interviews. Ms. Yaeger, a vocational teacher, is making use of a question-and-answer period to summarize the lesson. With the criteria for a good lesson summary in mind, read the case script.

CASE SCRIPT

Ms. Yaeger:

Well, class, that concludes my talk on job interviews. I think we've all just seen how important the interview is in getting a job. We've also discussed some things that each of you can do to ensure the success of the interview that you may be having one day. Now, who can tell me some of the things a person needs to remember about the interview?

Shawn:

A person who is interviewing for a job should be on time for the interview. Besides the fact that it leaves a bad impression if the interviewee is late, it's rude.

Ms. Yaeger:

Good point, Shawn. What else is there to remember?

Maria:

Good grooming and posture leave a good impression with the interviewer.

Ms. Yaeger:

Yes. It's not a good idea to walk in looking like you just got out of physical education class. An employer wants to feel confident that a prospective employee will always look clean and presentable on the job. What else?

Jared:

Talk clearly and don't act nervous. If you shake too much, you'll make the interviewer uncomfortable, and he or she won't like that.

Amanda:

You've got to know something about the firm before you walk into the interview so you know what you're talking about.

Ms. Yaeger:

But you don't want to run the interview, either. What if the interviewer says something that you don't like?

Vic:

It's not a good idea to tell the person that he or she is wrong.

Ms. Yaeger:

Yes, but why, Vic?

Vic:

Well, it's the interviewer's ball game. I mean, what he or she says, goes. The interviewer's running the interview—not the person looking for the job.

Ms. Yaeger:

Right. Any other points?

Colleen:

It's also a good idea to be ready to list some of your personal interests—things you like to do. It helps the interviewer to know if you're well rounded.

Ms. Yaeger:

Good. Would it be bad to include some of your goals, Colleen?

Colleen:

It might be a good idea. It might give the interviewer the idea that you have a head on your shoulders.

Ms. Yaeger:

That's the type of impression you want to leave—that you know how to think for yourself. Have we forgotten anything?

No response

Ms. Yaeger:

Well, what about salary? Paul, can you help us with this point?

Paul:

You should know what salary you would like to receive before you go into the interview. Oh, and also, you should have tried to find out the interviewer's name before the interview. It makes the interview more personal and also helps communication.

Ms. Yaeger:

Speaking of communication, you should be able to pick up certain cues from the interviewer—like when to leave. Don't overstay your welcome.

Jared:

Well, what about tests you have to take when applying for jobs? They scare me.

Ms. Yaeger:

Good point. Don't worry about them—a little nervousness even helps. You don't want to appear overly confident. What purpose do these tests serve?

Cecil:

They help the employer find out if you're qualified for a position. I'm curious about something, Ms. Yaeger. When you leave—what if you're not sure if you've been hired? What do you do?

Ms. Yaeger:

Anybody know?

Colleen:

Shouldn't you ask if you can call back to find out?

Ms. Yaeger:

That's right. What about if you are hired?

Matthew:

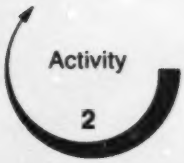
Well, you've got to find out when and where you work. You also have to know who to report to and how much you'll be earning.

Ms. Yaeger:

Are there any more points that we missed? No? Any questions? No? I think we just had a very good discussion on job interviews, and we refreshed our memories on all the important points to remember. Now that we understand interviews, tomorrow we will use what we have learned in role-playing situations.

On your way out, please pick up a copy of a summary sheet that I have prepared on today's lesson. I think it will be a good thing for you to keep as a reminder when you go job hunting.

NOTES



Below is a form with questions to guide you in preparing a written critique of Ms. Yaeger's competency in summarizing a lesson. Read each question and indicate, by circling the YES or NO, whether or not Ms. Yaeger accomplished each item. Briefly explain your responses in the space provided for comments below each item.

CRITIQUE FORM

1. Did the teacher appear to allow adequate time for the summary? YES NO

   Comments:

2. Did the teacher ensure that the important points covered in the lesson were condensed into a brief summary? YES NO

   Comments:

3. During the summary, did the teacher ensure that all the important points covered in the lesson were reviewed? YES NO

   Comments:

4. Did the teacher ensure that the important points were tied together in a logical sequence? YES NO

   Comments:

5. Did the teacher involve students in summarizing the lesson? YES NO

   Comments:

6. Did the teacher encourage students to ask questions, make comments, or express ideas during the summary? YES NO

Comments:

7. Did the teacher use students' answers, comments, or ideas to reinforce or clarify the important points of the lesson? YES NO

Comments:

8. Did the teacher use students' answers and comments to determine whether the students understood the lesson? YES NO

Comments:

9. Did the teacher indicate the relationship between this lesson and future (or past) lessons? YES NO

Comments:

10. Did the teacher leave students with a clear idea of what they accomplished during the lesson? YES NO

Comments:

Compare your written critique of the teacher's performance with the model critique given below. Your circled responses should exactly duplicate the model responses. Your written comments need not exactly duplicate the model comments; however, you should have covered the same **major** points.

MODEL CRITIQUE

1. YES. The teacher allowed enough time for students' questions and comments to be thoroughly expressed.
2. YES. Employing a question-and-answer method to summarize a lesson's key points takes longer than simply providing students with a written or teacher-provided summary, but it is still brief and concise and has the advantage of involving students and securing feedback concerning their understanding of the lesson.
3. YES. Since the script does not reveal the entire lesson, we do not know whether the teacher included all the important points. However, we can say that she appeared to include all the important points.
4. YES. The teacher followed a logical, coherent line of questioning, leading students chronologically through the steps of the job interview.
5. YES. The teacher's entire summary was based on student feedback, although she did, in addition, prepare a summary sheet for their future reference.
6. YES. The teacher was very receptive to students' comments, using them as cues to ask further questions.
7. YES. During the summary, the teacher constantly reinforced students with "right" and "good." As students answered, she rephrased their answers and asked further questions to clarify important points.
8. YES. This type of summary—the question-and-answer period—is an excellent learning activity for both the students and the teacher. The teacher can determine, on the basis of student feedback, how well students have understood the lesson and what points still need to be clarified.
9. YES. At the end of the summary, the teacher gave a brief explanation of how this lesson tied into the next lesson.
10. YES. The summary emphasized those things students should do during and after a job interview. The amount of student feedback during the summary—and the correctness with which students responded to the teacher's questions—indicated that students grasped the important points covered in the lesson.

Level of Performance: Your circled responses should have exactly duplicated the model responses. Your written comments should have covered the same **major** points as the model comments. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Summarizing a Lesson, pp. 6–7, or check with your resource person if necessary.

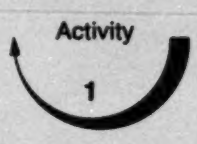
You may wish to arrange through your resource person to observe a teacher skilled in making lesson summaries. During your visit, observe what procedures and techniques this teacher uses in summarizing a lesson. You might also wish to discuss with the teacher how he/she plans the summaries.

Your institution may have available videotapes showing examples of teachers summarizing lessons. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in summarizing a lesson, using the criteria provided in this module or critique forms or checklists provided by your resource person.

Learning Experience III

OVERVIEW

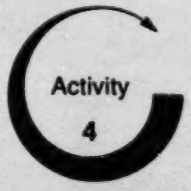
In a simulated classroom or laboratory situation, summarize a lesson.



You will be selecting an objective in your occupational specialty and selecting, modifying, or developing a lesson plan designed to achieve that objective, giving particular attention to the lesson's summary.

You may wish to have your resource person review the adequacy of your plan.

You will be selecting, obtaining, or preparing the materials needed for your presentation.

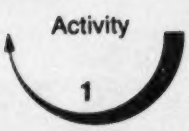


You will be presenting the lesson to a group of peers or to your resource person.

You may wish to record your presentation on videotape for self-evaluation purposes.

Your competency in summarizing a lesson will be evaluated by your peers or by your resource person, using copies of the Summary Checklist, pp. 25–35.

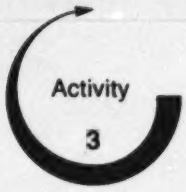
If you videotape your presentation, you may wish to evaluate your own performance, using a copy of the Summary Checklist, pp. 25–35.



Select a student performance objective in your occupational specialty. For the purposes of this activity, it would be helpful to limit your selection to an objective that would normally require 15–30 minutes to achieve in a lesson.

Develop a detailed lesson plan for achieving the objective you have selected or modify or revise an existing plan. Give special attention to the lesson's summary (you may want to write out your summary in its entirety, since this is the main focus of your practice in this module).

You may wish to have your resource person review the adequacy of your plan. He/she could use the Teacher Performance Assessment Form in Module B–4, *Develop a Lesson Plan*, as a guide.



Based on your lesson plan, select, obtain, or prepare the materials you will need to make your presentation.

In a simulated classroom or laboratory situation, present your lesson to a group of two to five peers. These peers will serve two functions: (1) they will role-play the students to whom you are presenting your lesson, and (2) they will evaluate your performance in summarizing a lesson. If peers are not available to you, you may present your lesson to your resource person.

If you wish to self-evaluate, you may record your performance on videotape so you may view your own presentation at a later time.

Multiple copies of the Summary Checklist are provided in this learning experience, pp. 25–35. Give a copy to each peer or to your resource person before making your presentation in order to ensure that each knows what to look for in your summary. However, indicate that, during the lesson, all attention is to be directed toward you and that the checklists are to be completed **after** the lesson is finished.

If you videotaped your lesson, you may wish to self-evaluate using a copy of the Summary Checklist, pp. 25–35.

NOTES

SUMMARY CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In summarizing the lesson, the teacher:				
1. allowed adequate time for the summary	☐	☐	☐	☐
2. ensured that the important points covered in the lesson were condensed into a brief summary	☐	☐	☐	☐
3. ensured that all the important points covered in the lesson were reviewed	☐	☐	☐	☐
4. ensured that the important points were tied together in a logical sequence	☐	☐	☐	☐
5. involved students in summarizing the lesson	☐	☐	☐	☐
6. encouraged students to ask questions, make comments, or express ideas during the summary	☐	☐	☐	☐
7. used students' answers, comments, or ideas to reinforce or clarify the important points of the lesson	☐	☐	☐	☐
8. used students' answers and comments to determine whether the students understood the lesson	☐	☐	☐	☐
9. indicated the relationship between this lesson and future (or past) lessons	☐	☐	☐	☐
10. left the class with a clear idea of what they had accomplished during the lesson	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

SUMMARY CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In summarizing the lesson, the teacher:				
1. allowed adequate time for the summary	☐	☐	☐	☐
2. ensured that the important points covered in the lesson were condensed into a brief summary	☐	☐	☐	☐
3. ensured that all the important points covered in the lesson were reviewed	☐	☐	☐	☐
4. ensured that the important points were tied together in a logical sequence	☐	☐	☐	☐
5. involved students in summarizing the lesson	☐	☐	☐	☐
6. encouraged students to ask questions, make comments, or express ideas during the summary	☐	☐	☐	☐
7. used students' answers, comments, or ideas to reinforce or clarify the important points of the lesson	☐	☐	☐	☐
8. used students' answers and comments to determine whether the students understood the lesson	☐	☐	☐	☐
9. indicated the relationship between this lesson and future (or past) lessons	☐	☐	☐	☐
10. left the class with a clear idea of what they had accomplished during the lesson	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

SUMMARY CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In summarizing the lesson, the teacher:				
1. allowed adequate time for the summary	☐	☐	☐	☐
2. ensured that the important points covered in the lesson were condensed into a brief summary	☐	☐	☐	☐
3. ensured that all the important points covered in the lesson were reviewed	☐	☐	☐	☐
4. ensured that the important points were tied together in a logical sequence	☐	☐	☐	☐
5. involved students in summarizing the lesson	☐	☐	☐	☐
6. encouraged students to ask questions, make comments, or express ideas during the summary	☐	☐	☐	☐
7. used students' answers, comments, or ideas to reinforce or clarify the important points of the lesson	☐	☐	☐	☐
8. used students' answers and comments to determine whether the students understood the lesson	☐	☐	☐	☐
9. indicated the relationship between this lesson and future (or past) lessons	☐	☐	☐	☐
10. left the class with a clear idea of what they had accomplished during the lesson	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

31

SUMMARY CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In summarizing the lesson, the teacher:				
1. allowed adequate time for the summary	☐	☐	☐	☐
2. ensured that the important points covered in the lesson were condensed into a brief summary	☐	☐	☐	☐
3. ensured that all the important points covered in the lesson were reviewed	☐	☐	☐	☐
4. ensured that the important points were tied together in a logical sequence	☐	☐	☐	☐
5. involved students in summarizing the lesson	☐	☐	☐	☐
6. encouraged students to ask questions, make comments, or express ideas during the summary	☐	☐	☐	☐
7. used students' answers, comments, or ideas to reinforce or clarify the important points of the lesson	☐	☐	☐	☐
8. used students' answers and comments to determine whether the students understood the lesson	☐	☐	☐	☐
9. indicated the relationship between this lesson and future (or past) lessons	☐	☐	☐	☐
10. left the class with a clear idea of what they had accomplished during the lesson	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

SUMMARY CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In summarizing the lesson, the teacher:				
1. allowed adequate time for the summary	☐	☐	☐	☐
2. ensured that the important points covered in the lesson were condensed into a brief summary	☐	☐	☐	☐
3. ensured that all the important points covered in the lesson were reviewed	☐	☐	☐	☐
4. ensured that the important points were tied together in a logical sequence	☐	☐	☐	☐
5. involved students in summarizing the lesson	☐	☐	☐	☐
6. encouraged students to ask questions, make comments, or express ideas during the summary	☐	☐	☐	☐
7. used students' answers, comments, or ideas to reinforce or clarify the important points of the lesson	☐	☐	☐	☐
8. used students' answers and comments to determine whether the students understood the lesson	☐	☐	☐	☐
9. indicated the relationship between this lesson and future (or past) lessons	☐	☐	☐	☐
10. left the class with a clear idea of what they had accomplished during the lesson	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

SUMMARY CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In summarizing the lesson, the teacher:				
1. allowed adequate time for the summary	☐	☐	☐	☐
2. ensured that the important points covered in the lesson were condensed into a brief summary	☐	☐	☐	☐
3. ensured that all the important points covered in the lesson were reviewed	☐	☐	☐	☐
4. ensured that the important points were tied together in a logical sequence	☐	☐	☐	☐
5. involved students in summarizing the lesson	☐	☐	☐	☐
6. encouraged students to ask questions, make comments, or express ideas during the summary	☐	☐	☐	☐
7. used students' answers, comments, or ideas to reinforce or clarify the important points of the lesson	☐	☐	☐	☐
8. used students' answers and comments to determine whether the students understood the lesson	☐	☐	☐	☐
9. indicated the relationship between this lesson and future (or past) lessons	☐	☐	☐	☐
10. left the class with a clear idea of what they had accomplished during the lesson	☐	☐	☐	☐

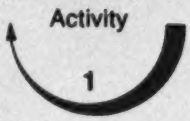
Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

Learning Experience IV

FINAL EXPERIENCE

In an **actual teaching situation,*** summarize a lesson.



Summarize a lesson for a class you are responsible for teaching. This will include—

- selecting one or more objectives from your occupational specialty
- selecting, modifying, or developing a detailed lesson plan for accomplishing the objectives
- paying special attention to the development of the lesson summary and the techniques you will use to summarize
- presenting your lesson to the class

NOTE: Your resource person may want you to submit your written lesson plan to him/her for evaluation before you present your lesson. It may be helpful for your resource person to use the TPAF from Module B–4, *Develop a Lesson Plan*, to guide his/her evaluation.

Arrange in advance to have your resource person observe your presentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, p. 39.

Based on the criteria specified in this assessment instrument, your resource person will determine whether you are competent in summarizing a lesson.

*For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Summarize a Lesson (C–11)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In summarizing the lesson, the teacher:						
1. allowed adequate time for the summary	☐	☐	☐	☐	☐	☐
2. ensured that the important points covered in the lesson were condensed into a brief summary	☐	☐	☐	☐	☐	☐
3. ensured that all the important points covered in the lesson were reviewed	☐	☐	☐	☐	☐	☐
4. ensured that the important points were tied together in a logical sequence	☐	☐	☐	☐	☐	☐
5. involved students in summarizing the lesson	☐	☐	☐	☐	☐	☐
6. encouraged students to ask questions, make comments, or express ideas during the summary	☐	☐	☐	☐	☐	☐
7. used students' answers, comments, or ideas to reinforce or clarify the important points of the lesson	☐	☐	☐	☐	☐	☐
8. used students' answers and comments to determine whether the students understood the lesson	☐	☐	☐	☐	☐	☐
9. indicated the relationship between this lesson and future (or past) lessons	☐	☐	☐	☐	☐	☐
10. left students with a clear idea of what they had accomplished during the lesson	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to gain competency in the weak area(s).

NOTES

UPD 9106/8-83

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart
C–30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory
E–10 Combat Problems of Student Chemical Use

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

G–1 Develop a School–Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

H–1 Develop a Personal Philosophy Concerning Vocational Student Organizations
H–2 Establish a Vocational Student Organization
H–3 Prepare Vocational Student Organization Members for Leadership Roles
H–4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Vocational Student Organization
H–6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

I–1 Keep Up to Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

K–1 Prepare Yourself for CBE
K–2 Organize the Content for a CBE Program
K–3 Organize Your Class and Lab to Install CBE
K–4 Provide Instructional Materials for CBE
K–5 Manage the Daily Routines of Your CBE Program
K–6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

L–1 Prepare Yourself to Serve Exceptional Students
L–2 Identify and Diagnose Exceptional Students
L–3 Plan Instruction for Exceptional Students
L–4 Provide Appropriate Instructional Materials for Exceptional Students
L–5 Modify the Learning Environment for Exceptional Students
L–6 Promote Peer Acceptance of Exceptional Students
L–7 Use Instructional Techniques to Meet the Needs of Exceptional Students
L–8 Improve Your Communication Skills
L–9 Assess the Progress of Exceptional Students
L–10 Counsel Exceptional Students with Personal–Social Problems
L–11 Assist Exceptional Students in Developing Career Planning Skills
L–12 Prepare Exceptional Students for Employability
L–13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

M–1 Assist Students in Achieving Basic Reading Skills
M–2 Assist Students in Developing Technical Reading Skills
M–3 Assist Students in Improving Their Writing Skills
M–4 Assist Students in Improving Their Oral Communication Skills
M–5 Assist Students in Improving Their Math Skills
M–6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

ISBN 0-89606-137-X